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| Assessment Task Planner  ***Sample Template*** | | | | | | |
| Year Group | Preliminary | Language | | Modern Greek – Cont B | | |
| Name of Unit | Topic: Travel  Sub topic: Travelling in various places in Greece (ie islands, mainland…) | | | | | |
| Goals of the task | By doing this task, the students will demonstrate their ability to:   * Demonstrate understanding of knowledge, analysis and evaluation questions * express point of view in spoken Greek and in writing | | | | | |
| Type of task  Eg. Group project; In-class test;  Take-home project; Presentation | * Listening by watching a video about Greek landscape and Greek culture * Speaking – select one place seen in the video for your future holidays and explain why/what/when/with whom… | | | | | |
| The Task   * What will the students do? * How will they demonstrate their understanding? | Students:  Step 1: Listening: View the video and respond to set questions in English (video in Greek)  Step 2: Speaking: Choose one of the tourist destinations for your next holiday and give a 5minute oral presentation. Include information about – where it is situated; how can you go there; what can you do there; why did you choose this destination. Compare it with another place you have visited or you plan to visit; life in Greek islands seems different, what is your opinion?  Teachers could add a writing component to this task:  Step 3: Writing: Write an advertisement in Greek for your own tourist destination | | | | | |
| Skill/s to be targeted  (tick all that apply) | Listening  \* | | Reading | | Writing  \* | Speaking  \* |
| Content  What knowledge will students be asked to demonstrate?  Eg. Daily Routine vocabulary, subjunctive tense | * Vocabulary associated with travelling * Future tense and past/present tense of relevant verbs * Evaluate the different lifestyle/culture on the above video * Provide appropriate text type | | | | | |
| Syllabus outcomes | 1.1; 1.2; 1.3; 1.4  3.1; 3.2; 3.5  2.1; 2.2 | | | | | |
| Marking Criteria | Students will be marked on:   * Speaking * use a range of vocab and structures building upon prior learning * use of focus grammar structures and vocabulary * sequencing of ideas * correct pronunciation * Listening and responding * identifies the gist and specific information in aural texts * interprets and evaluates the ideas and information | | | | | |
| Feedback  How will feedback be provided? | To student:   * Annotated comments on scripts – written feedback about speaking (rubrics)   To teacher:  To parents:   * P/T meeting * Formal report | | | | | |
| Evaluation/Reflection  How will you evaluate the success of this task? | * Student evaluation of task * Range of marks/goals – did it discriminate? | | | | | |
| Resources | * Google.gr | | | | | |